

Tutor Observation Form

Tutor: _____ **School:** _____ **Observer:** _____
Student 1: _____ **Lesson #:** _____ **Date:** _____
Attendance Checked? **YES** **NO**
Visit # **1** **2** **3** **4** **5** **6**

Instructional Component	Criteria	Never	Rarely	Sometimes	Mostly	Always
Say the Sounds	Adheres to lesson directions/script ___ Models new sounds in boxes ___ Models correct/clear sounds ___ Checks that student produces sounds correctly ___ Has student write 3 sounds	1	2	3	4	5
Notes:						
Segmenting	Adheres to lesson directions/script ___ Models activity, as scripted ___ Has student point to boxes when segmenting	1	2	3	4	5
Notes:						
Word Reading	Adheres to lesson directions/script ___ Models words in boxes ___ Requires student to attempt/demonstrate sounding out words correctly ___ Provides listening practice on new/difficult sounds	1	2	3	4	5
Notes:						
All Spelling Tasks	Adheres to lesson directions/script ___ Chooses 3 spelling words that match student needs ___ Has student read all written words	1	2	3	4	5
Notes:						
Sight Words	Adheres to lesson directions/script ___ Models new words in boxes ___ Requires student to read, point, and orally spell word ___ Reviews weak/new sight words where directed	1	2	3	4	5
Notes:						

Tutor Observation Form

Instructional Component	Criteria	Never	Rarely	Sometimes	Mostly	Always
All Sentence, Text, and Book Reading Tasks	Adheres to lesson directions/script ___Spends 1 minute book reading ___Requires student to finger point ___Requires student to re-read fluently if error made ___Tutor re-reads sentence when needed to refresh meaning ___Reads new book 2x, then reads previous books OR ___Reads repeated book 1x, then reads previous books	1	2	3	4	5

Notes:

Word Endings	Adheres to lesson directions/script ___Models by pointing and saying word with ending ___Says words aloud for student to repeat with ending ___Has student read words	1	2	3	4	5
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Notes:

Letter Card Use	Adheres to lesson directions/script ___Chooses the best task for student, based on skill ___Follows directions for the task	1	2	3	4	5
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Tutor Behavior	Criteria	Never	Rarely	Sometimes	Mostly	Always
Instructional Delivery	Maximizes time on instruction	1	2	3	4	5
	Quick pace/smooth transitions/minimal pauses	1	2	3	4	5
	Uses appropriate specific praise	1	2	3	4	5
	Provides appropriate error correction/scaffolding	1	2	3	4	5
	Materials are organized	1	2	3	4	5
	Maintains accurate attendance records	1	2	3	4	5

Feedback to Tutor: